English Pronunciation in Nigeria: An Acoustic Experiment with Obolo Bilinguals

By

Kinye Georgewill
Department of Music, Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt
kinyegeorgewill@yahoo.com +2348033394292
&
Ngor, Cornelius Iko-awaji
Department of English, University of Uyo
Uyo, Akwa Ibom State, Nigeria
ngorc89@gmail.com

Abstract

It is the intention of this study to investigate English pronunciation in Nigeria, focusing on acoustic experiment with Obolo Bilinguals. This study made used of two sets of informants: the Experimental Group (EG) and a native speaker who act as a Control. Sixty (60) final-year university students who are of Obolo ethnic extraction were randomly selected from University of Port Harcourt, Ignatius Ajuru University of Education and Rivers state University of Science and Technology. The study adopts Larry Selinker's Interlanguage for its theoretical thrust. Data collection was done by questionnaire; items on the questionnaire were read into MP3 recording device. A total of thirty (30) words divided into single words and compound words were on the questionnaire. For data analysis, two methods of analyses were employed by the researcher: perceptual and acoustic methods of analyses. Praat, speech analysis software was used to identify the pitch and the milliseconds pronunciation of the informants. The findings revealed that the pronunciation of the informants has elements of their first acquired language in it, as it shows substitution of the available sounds in their repertoire for the English sounds. The study also revealed that majority of the informants used more

milliseconds and high pitch in their pronunciation. Based on the findings, the researcher concludes that the English pronunciation od Obolo Bilinguals has no exact resemblance to the Standard British English, this is as a result of the linguistic environment of the informants and the prosodic interference of the speaker's native language (Obolo). The researcher recommends that adequate and regular training should be giving to a second language learner.

Key Words: Obolo Bilinguals, Interlanguage, Acoustic, Stress, English Pronunciation in Nigeria

Introduction

Historically, English language arrived Nigeria about two centuries ago (Eka 2000; Ike 2001; Hun 2002; Josiah and Taiwo 2015). No doubt that English language having remained in Nigeria for centuries has acquired certain elements of Nigerian native languages to suit the Nigerian environment. English language in a multilingual environment like Nigeria, acquired new identities presented to it by the cultural milieu of the environment, making English to assumed acculturated posture (see Josiah 2014). Jowitt (1991) has it that English language especially in Nigerian environment has undergone gynecological processes while Josiah (2014, 2015) says the gynecological processes is resulting to some kind of linguistic chemistry such as diaglossia, polyglotism and many hybridized version of the English language spoken by Nigerians. It is believe that in a second language (henceforth L2) situation, the learner's first acquired language (hereafter L1) exercises influence on his performance in the second language (Eka (1996).

Mastering a foreign language in a multi-lingual situation is a daunting task (Gbarre 2014), this is because language is rule governs, and when the rule of a particular first language is at variance with the second language, say English, error could occur while using the L2. Since spoken language is more basic in terms of transferring language signal, Gimson (1989), observed that it is necessary to produce recognized speech sounds which can convey to the listener the required information. These are what form the basis pre-occupation of this study. The intention of this investigation is to make attempt in analyzing the influence of

native Nigerian language on spoken English using Obolo English Bilinguals as a yardstick.

The Concept of Spoken Nigerian English

Bamgbose (1978) records the number of languages in Nigeria to be five hundred and thirteen (513) while Elugbe (1990) puts the figure between three hundred and ninety four and four hundred (394-400) languages and dialects. With many languages spoken in Nigeria, Dadzie (2004) as cited in Maryam (2015, p. 4) describes Nigeria as "a society with many tongues". There is no doubt that ethnic identity has a role to play in Nigerians daily usage of English language. It is in view of this that Maryam (2015, p.2) confirms that:

> there is a contact between English and many indigenous languages; as a result, it brings about differences in the usage of English amongst the indigenous native speakers of Nigerian languages. In addition, the accent of these indigenous languages is either directly or indirectly transferred to their spoken English.

Due to the relationship that exists between English and Nigerian languages, the English language spoken in the new environment tends to take on a new form that suits the Nigerian cultural context and environment. Bamgbose (1971), remarks that the version of English language spoken in Nigeria has identifiable features to suit its new environment, and that English has undergone modifications in the Nigerian environment. It is on this note that Eka (2000, p. 15) says, "we can claim justifiably that English which has been with us in Nigeria since the 16th century has acquired the local colour and the milieu of the Nigerian environment". In essence, accents of the indigenous languages are either directly or indirectly transferred into English (Gut, 2007). These are what form the major focus of this study.

Usually, language in contact with others tends to develop new features. Therefore, English language, having remained on the Nigerian soil for centuries, has become localized and modified to the extent that it has adopted some Nigerian features. Such features include sounds, intonation patterns, sentence structures, lexical items, morphological forms, syntactic structures and so on. These features indicate that the version of English spoken in Nigeria has a Nigerian flavour which

differentiates it from the British English as various terms like domestication, acculturation, nativization, Nigerianization, and many others have been used to describe the adaptation of English language to convey the Nigerian experience (see Bamiro, 1991; Bamgbose, 1995; Adetugbo, 1997; Adegbija, 2004; Jowitt, 2012, Josiah, 2017; Josiah and Ekpeyong, 2020). The localized, indigenized, or acculturated version of English spoken and written in Nigeria provides the linguistic tools through which the Nigerian variety of spoken English can be adequately described.

1. Interference and the Nigerian English Situation

Interference cannot be ruled out in second language learning, it is a common barrier in a bilingual or multilingual situation. Amakiri (2007), sees interference as the automatic transfer of the surface structure of a native language (L1) into the surface structure of the target language (L2). Interference is the trace left by someone's native language upon the foreign language he has acquired (Ataman, 2014). In Nigeria, the issue of interference is very obvious with more than four hundred (400) languages spoken around Nigeria. In trying to speak English language, learners often transfer elements of the first acquired language into the second language, thus, interference could occur at different level of language, phonological, semantic, and so on. Since interference is prominent in the speech of a learner in course of trying to master the L2, Olaniyi (2011), sees it as a deviation from the norm of the target language. It means that interference depicts wrong signal in the target language.

Mother tongue on the other hand, refers to a child's first language; the language learned in the home from older family members or other members of the community where the child comes from or resides. In the words of Chumbow (2004) cited in Agbedo (2015), "it is the language by which orientation in the cultural environment of the child is made". Mother tongue is a language spoken by a group of people living in a particular geographical location and it is the language with which the child expresses idea about himself and the world in which he/she lives. It may coincide, but not necessarily, with the language of the child's parents. If the first language of the child happens to be the language of the mother or father or both, it is the mother tongue (cf Anagbogu, Mbah and Eme, 2010). In cases of a mixed marriage, the child may pick either the language of the

father or that of the mother. This source further notes that in a mixed marriage, whichever language the child picks is regarded as the mother tongue. Mother tongue is used in this context as the language of a people in a territory acquired by the child in his infant effortlessly. However, English is an official language used in Nigeria; it is necessary and important to learn it very well, so as to become proficient in its use.

2. Theoretical Issues

The term 'interlanguage' was first proposed by Larry Selinker in (1972). He stated that interlanguage is a linguistic system that is used by the second language learners (L2) with the influence of their Mother tongue (L1). According to Frith (n.d), any utterances produced by the L2 learner that is not identical to those produced by the native speakers of the Target Language (TL) and cannot be translated exactly from the native language of the learners is known as 'interlanguage'. Atoye (1994) sees interlanguage as the linguistic system used by learners or users of a second language.

Selinker introduced this theory based on the fact that its linguistic system differs from the Target Langugae (TL one being learned) and that of the Source Language (L1 the learner's own mother tongue). In support of Selinker's view, Atoye (1994, p. 38), has this to say about Nigeria English:

> "It has been shown that the rule system of Nigerian English differs from that of the English used by the British, American or Australian native speakers of the language".

Furthermore, he notes that the grammar of any interlanguage (IL) is a mixture of both the target language and the non-target language forms. This simply means that it is a mixture of correct and incorrect forms. IL can also be seen as the type of language produced by L2 learners who are in the process of acquiring or learning a new language. According to Amalia, Arnis and Samsul (2012), the characteristics of interlanguage include: systematic, dynamic, variable, and reduce system.

In the process of interlanguage, some issues emerged as the consequences of a transfer between the first language acquisitions into the target language acquisition. These issues include errors, mistakes, learning strategies and

fossilization, (Amalia Arnis and Samsul (2012). Errors and fossilization are the influence from either the first language (mother tongue) or lack of reinforcement (Savoille-Troike, 2006). Errors reflect gaps in a learner's knowledge, and they occur because the learner does not know what is correct. On the other hand, mistake reflects occasional lapses in performance. It occurs because the learner is unable to perform what he or she knows.

Errors of language production made by learners serve as development of linguistic competence. Errors are not totally negative effect of learning, but a manifestation of efforts by the learner in the Target language input. In IL, errors are natural phenomena if the learners lack proper knowledge of the TL they are learning. Based on this, Corder (1982) says errors are as a result of inadequate efforts by the learner, inadequate explanation or practice on the part of the teacher. Errors might also be as a result of mother tongue interference during the process of learning the target language. Learners' errors provide evidence of how the language is learnt and the learning strategies or procedures employed in learning a TL. Errors in interlanguage are beneficial to the learner, the teacher, or the researcher. It helps to create better learning environments for less error.

One major factor in interlanguage is 'fossilization'. It is a phonological, morphological and syntactic feature in the speech of L2 speakers that are different from the TL rules even after years of instruction and exposure to the TL. Fossilizations are those features that are absent from the speech of learners under normal conditions, but tend to appear in their performances when they are to deal with difficult issues, when anxious, or when extremely relaxed (Selinker, 1972).

3. Research Objective and method

The intention of this research is to use relevant approaches to find out how Obolo influences the Spoken English with a view to increasing the available data as well as providing more insight on the nature and feature of Spoken English, especially for teaching purposes.

The subjects of this study comprised two set of informants: an Experimental Group (EG) and a Control. The experimental group was made up of sixty final-year university students who are natives of Obolo ethnic nationality. This group of

informants was randomly selected from three universities in River State, covering University of Port Harcourt, Ignatius Ajuru University of Education Rumuolumeni and River State University of Science and Technology.

The experimental group had sixty (60) informants who offered nineteen different courses in art, social sciences, engineering and sciences at the selected universities. The informants were selected from fifteen communities in Obolo, and they were bilingual speakers with no hearing or speech disorder. They represent the four dialectal variations of Obolo language (Dienye, 1987; Aaron, 1994). The final-year students are within the age range of 28 to 52 years, and are considered to be speakers of Educated Nigerian English (see Banjo, 1971; Eka, 1985; 2000; Udofot, 2006).

The next class of informant for this study was the Control. He is a Nigerian by parentage but was born and brought up in London. He had his education in London up to first degree in English Linguistics. The Control confirmed that English is his first language and that he learnt his mother tongue, Ibibio, as a second language. Since the research is not a contrastive study, the choice of one informant is enough to facilitate interpolation. On this note, one Standard British English (SBE) speaker is enough for the study.

Questionnaire was used to collect data for this study. All the items were read into an MP3 device for recording. The informants read twelve single words, eighteen compound words. Each of the informants read a total of thirty (30) words into the tape for recording. The informants were allowed to read through the questionnaire before the proper recording. Five minutes of times were allotted to each informant. The reasons for the single and compound words were to examine the distinctive features of the words as pronounced by the informants. For the acoustic analyses, Praat was used to analyze the data collected from the informants, which was transferred into a mini-HP laptop for analyses. Praat is a freeware programme for the analysis and reconstruction of acoustic speech signals phonetics. With praat speech can be analyzed, synthesized, manipulated and also, high-quality pictures can be created for articles and thesis. It was designed, and continues to be by Paul Boersma and David Weenink of the University of Amsterdam. This software is free and available for most platforms. Features like amplitude and frequencies of

the words pronounced by the EG and the Control were examined to determine the stress and pitch placement on syllables.

4. Data Presentation and Analysis

This study made used of two approaches for data analyses: The perceptual and the acoustic method of analyses. The audio-recorded speeches of the 60 informants were listened to by the researcher for proper perception and transcription though, other phonologists made some useful contributions during the transcription process. For the transcription of the words of the informants, we made use of Adetugbo (2004) and Awonusi (2004) transcription system while the Gimson's transcription system was used as a yardstick to transcribe the pronunciation of the Control.

The second part of the data analyses was the acoustic method. The recorded data into the MP3 device was transferred a laptop for instrumental analyses using Praat, sound analysis software for analyzing speech sounds (cf Josiah 2014). The software was used to determine the pitch level of the pronunciation between the EG and Control. None of the recordings were done in a sound-proof studio; as a result some of the recordings were very noisy.

Table 1 displays variant realizations of the single words by the informants while Table 2 shows variant pronunciations of the compound words as realized by the informants used for this study. The pronunciation of the Control serves as the standard version for measuring native s speaker's standard. Table 3, 4 and 5 display the pitch level of the syllables in milliseconds measured in Hertz (Hz) using Praat software.

Table 1: Variant Realizations of Single words by the Informants

VRT	Scientist	No	Children	No	Ambassadorial	No	Secretary	No
Control	ˈsaiəntist	5	ˈtʃildrən	7	æmˌbæsəˈdɔːriəl	6	ˈsekrətri	9
VRT1	saien'tist	19	tʃundren	29	æmbæsedoriəl	15	sekitri	23

VRT2	san'tist	9	tʃindren	18	æmbæseduriæl	17	seketeri	11
VRT3	Saen'tist	27	tʃilren	6	æmbæsidoriəl	21	sektri	13
VRT4	Sain'tist	19	-	-	-	15	sekitri	4
VRT5	Saienθist	1	-	-	-	5	-	-
Total	5	60	3	60	3	60	4	60

Key:
C: Control
VRT: Variant realization of the items.

Table 2: Variants Pronunciations of Compound Words as Realized by the Informants

VRT	Firewood	No	Four star	No	Workshop	No	Boycott	No
C	'faɪə wʊd	6	'fɔ: sta:	7	'wɜ:k ʃɒp	9	'bɔi kɒt	6
VRT1	'faia 'wʊd	8	'fɔ: ste	15	'wək 'ʃɒp	24	'bɔi 'kɒt	23
VRT2	'fa: 'wʊd	11	fɒ 'sta:	27	wɒk 'ʃɒp	27	bɔi 'kɔ:t	27
VRT3	faia 'wʊd	17	'fɔ: 'sta:	11	-	-	bɔi 'kɒt	4
VRT4	faiə 'wʊd	10	-	-	-	-	-	-
VRT5	'faia 'wʊt	8	-	-	-	-	-	-
Total	5	60	3	60	2	60	3	60

Key:
C: Control,
VRT: Variant realization of the items.

Table 3: Pitch Level of Syllables in the word "Comfortable**"**

Informants	com	for	ta	ble
Control	106.4	388.7	85.6	81.5
IFT 1	155.6	114.4	-	-
IFT 2	193.3	184.8	172.1	122.1
IFT 3	169.2	166.6	178.6	151.5
IFT 4	189.7	170.6	136.6	-
IFT 5	163.7	150.6	125.3	93.5
IFT 6	250.4	-	192.9	129.5
IFT 7	165.6	162.2	127.4	90.6
IFT 8	180.2	177.1	148.1	103
IFT 9	182.3	174.9	156.9	112.4
IFT 10	115.7	-	104.7	93.3

Word	Comfortable				Yesterday			Manchester		
Syllable	com	for	ta	ble	yes	ter	day	man	ches	ster
IFT 1	155.6	114.4	-	-	143.7	-	108.3	131	-	118.3
IFT 2	193.3	184.8	172.1	122.1	173.9	201.8	144.7	158.3	172.2	-
IFT 3	169.2	166.6	178.6	151.5	-	134.6	-	82.6	170.4	150.8
IFT 4	189.7	170.6	136.1	-	174.5	150.3	143.4	157.5	136.4	-
IFT 5	163.7	150.6	125.3	93.5	172.3	122.9	139.5	185.4	163.3	114.2
IFT 6	250.4	-	192.9	129.5	244.6	156.9	147.9	211.3	155.4	102.1
IFT 7	165.6	162.2	127.4	90.6	156.4	136.2	116.6	151.7	140.9	96.5
IFT 8	180.2	177.1	148.1	103	180.7	175.7	139.6	161.5	173.5	127.9

IFT 9	182.3	174.9	156.9	112.4	164.8	152.2	144.5	152.8	165.7	128.7
IFT 10	115.7	-	104.7	93.3	133.8	-	105.8	130.9	110.8	90.5
SG	276.5	130.1	134.2	89.5	154.4	123.0	119.0	152.3		
Control	106.4	388.7								

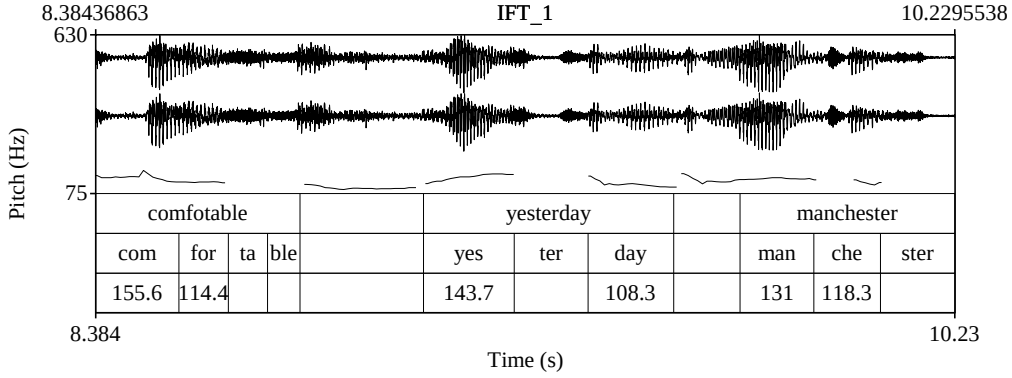
Table 4: Pitch Level of Syllables in the word "Yesterday"

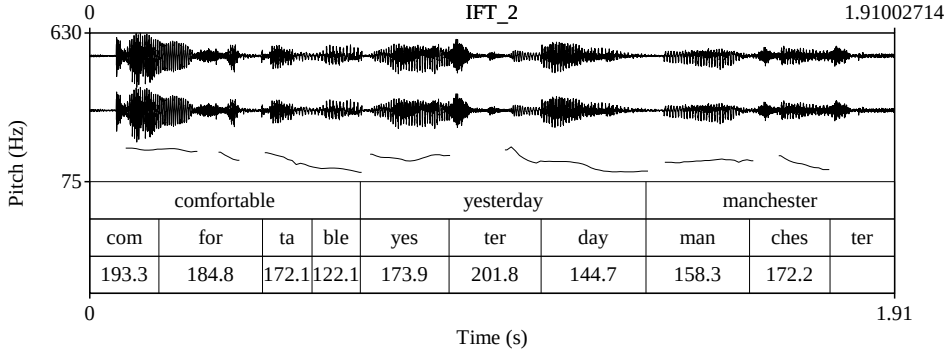
Informants	yes	ter	day
Control	106.5	87.8	314.3
IFT 1	143.7	-	108.3
IFT 2	173.9	201.8	144.7
IFT 3	-	134.6	-
IFT 4	174.5	150.3	143.4
IFT 5	172.3	122.9	139.5
IFT 6	244.6	156.9	147.9
IFT 7	156.4	136.2	116.6
IFT 8	180.7	175.7	139.6
IFT 9	164.8	152.2	144.5
IFT 10	133.8	-	105.8

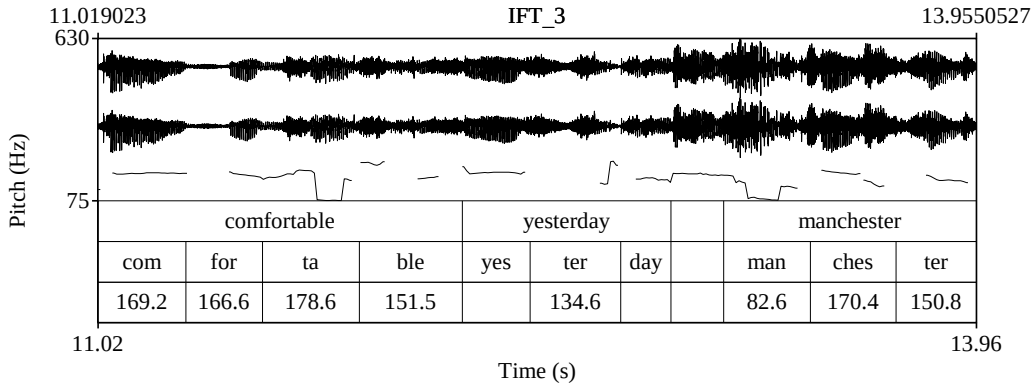
Table 5: Pitch Level of Syllables in the word "Manchester"

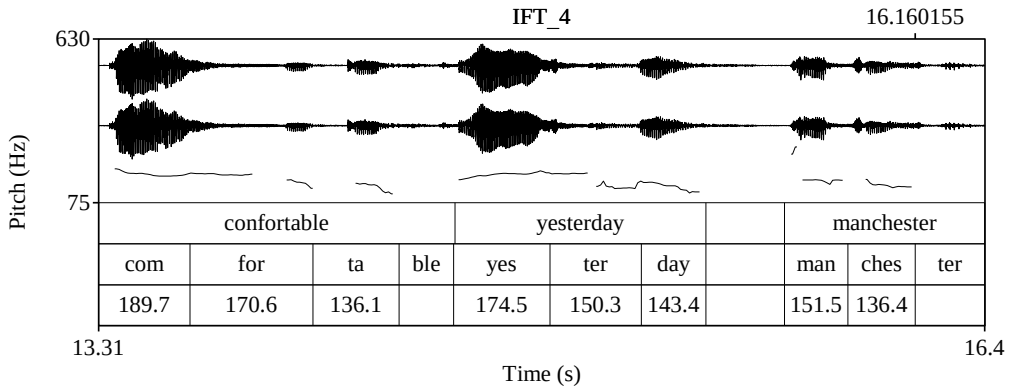
Informants	man	che	ster
Control	103.3	-	114.4
IFT 1	131	118.3	-
IFT 2	158.3	172.2	-
IFT 3	82.6	170.4	150.8
IFT 4	151.5	136.4	-
IFT 5	185.4	163.3	114.2
IFT 6	211.3	155.4	102.1
IFT 7	157.7	140.9	96.5
IFT 8	161.5	173.5	127.9

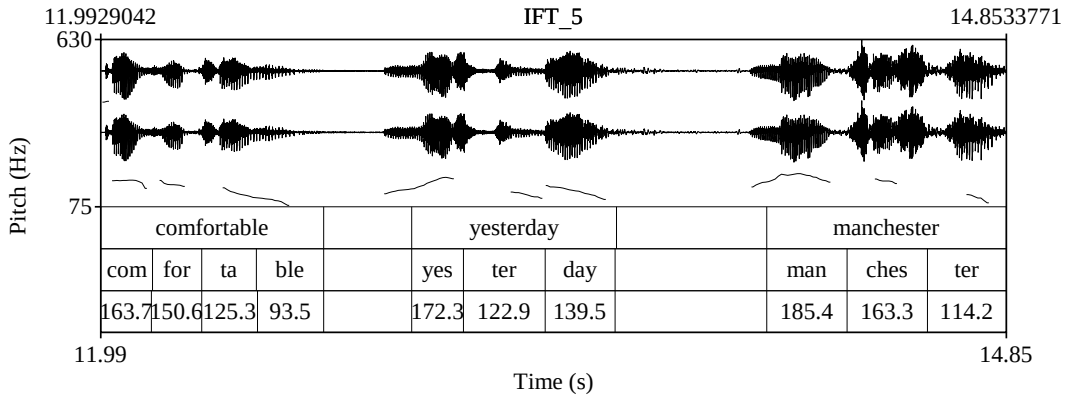
IFT 9	152.8	165.7	128.7
IFT 10	130.9	110.8	90.5

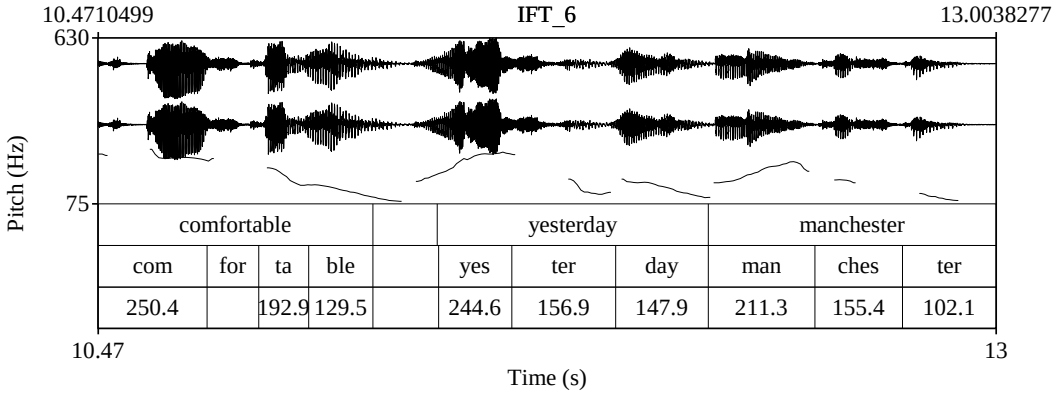


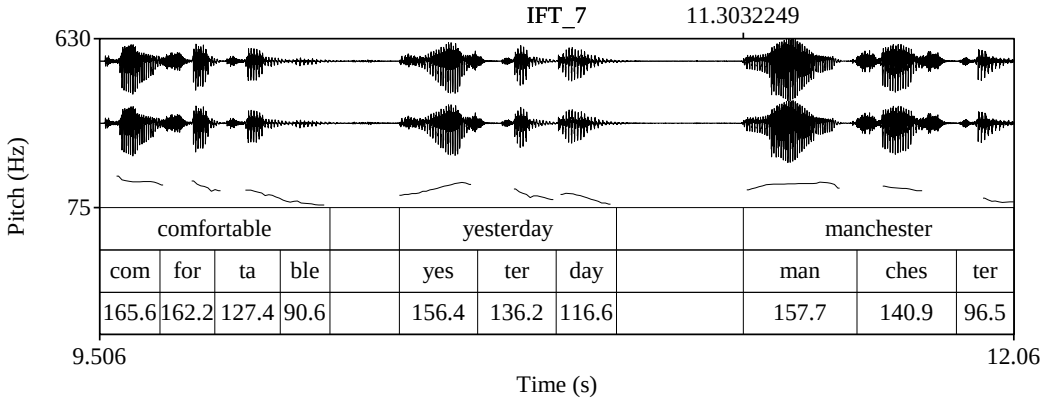


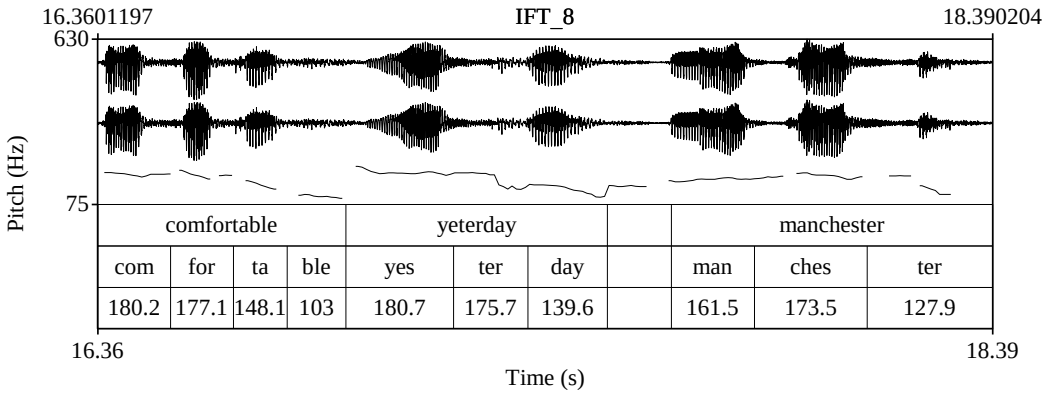

11.019023
IFT_3
13.9550527
630
75
Pitch (Hz)
comfortable
yesterday
manchester
com for ta ble yes ter day man ches ter
169.2 166.6 178.6 151.5 134.6 82.6 170.4 150.8
11.02
13.96
Time (s)

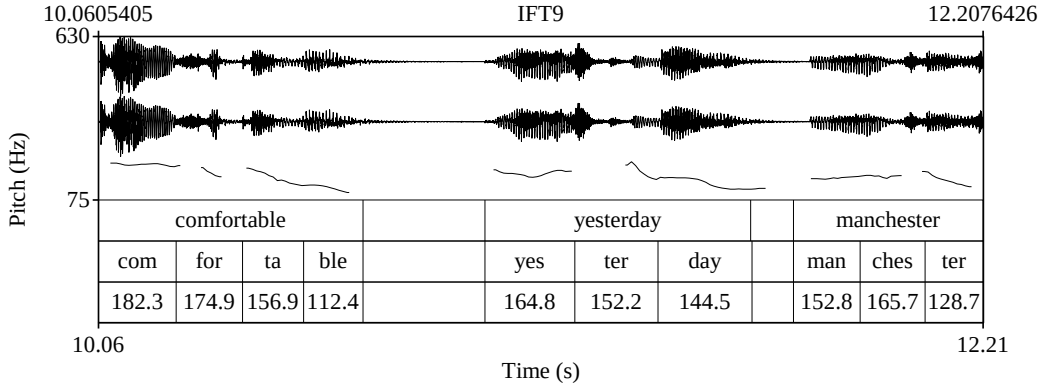

IFT_4
16.160155
630
75
Pitch (Hz)
confortable
yesterday
manchester
com for ta ble yes ter day man ches ter
189.7 170.6 136.1 174.5 150.3 143.4 151.5 136.4
13.31
16.4
Time (s)

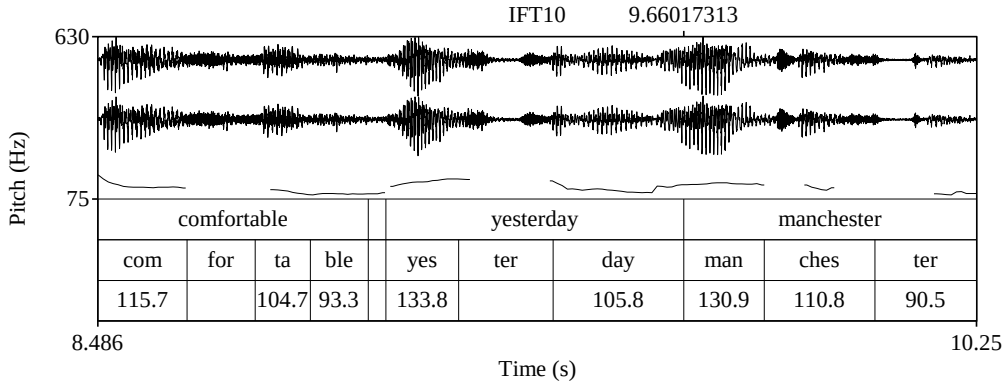

11.9929042
IFT_5
14.8533771
630
75
Pitch (Hz)
comfortable
yesterday
manchester
com for ta ble yes ter day man ches ter
163.7 150.6 125.3 93.5 172.3 122.9 139.5 185.4 163.3 114.2
11.99
14.85
Time (s)

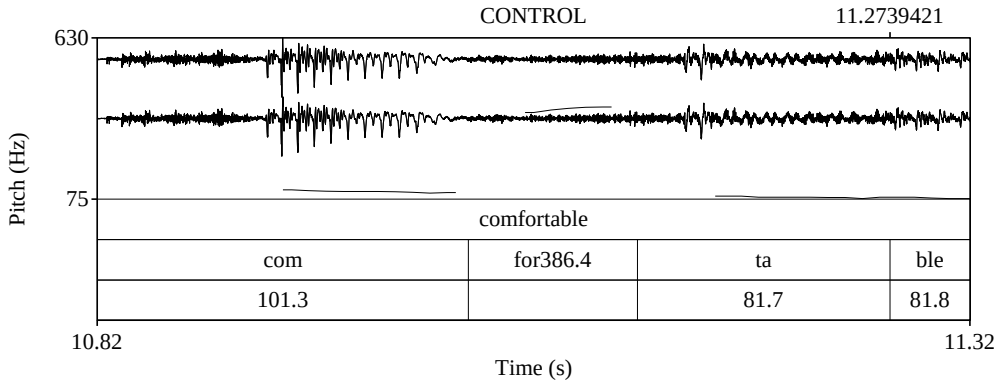

10.4710499
IFT_6
13.0038277
630
75
Pitch (Hz)
comfortable
yesterday
manchester
com for ta ble yes ter day man ches ter
250.4 192.9 129.5 244.6 156.9 147.9 211.3 155.4 102.1
10.47
13
Time (s)

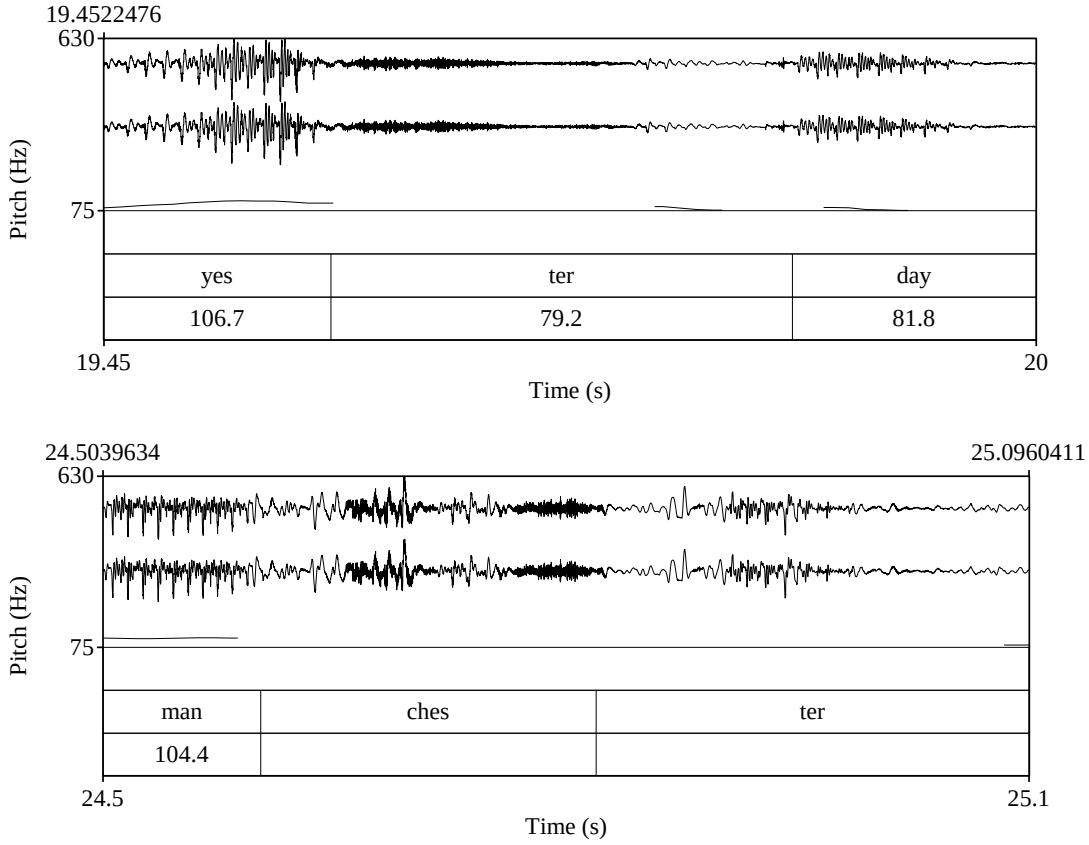

IFT_7
11.3032249
630
75
Pitch (Hz)
comfortable
yesterday
manchester
com for ta ble yes ter day man ches ter
165.6 162.2 127.4 90.6 156.4 136.2 116.6 157.7 140.9 96.5
9.506
12.06
Time (s)


16.3601197
IFT_8
18.390204
630
75
Pitch (Hz)
comfortable
yeterday
manchester
com for ta ble yes ter day man ches ter
180.2 177.1 148.1 103 180.7 175.7 139.6 161.5 173.5 127.9
16.36
18.39
Time (s)


10.0605405
IFT9
12.2076426
630
75
Pitch (Hz)
comfortable
yesterday
manchester
com for ta ble yes ter day man ches ter
182.3 174.9 156.9 112.4 164.8 152.2 144.5 152.8 165.7 128.7
10.06
12.21
Time (s)


IFT10
9.66017313
630
75
Pitch (Hz)
comfortable
yesterday
manchester
com for ta ble yes ter day man ches ter
115.7 104.7 93.3 133.8 105.8 130.9 110.8 90.5
8.486
10.25
Time (s)


CONTROL
11.2739421
630
75
Pitch (Hz)
comfortable
com for386.4 ta ble
101.3 81.7 81.8
10.82
11.32
Time (s)



4.1.2 Discussion

Table 1 and 2 display the performances of the informants of the item used for this study. Different versions of the words were produced by the informants. This is where interlanguage becomes visible, as the performances of the informants showed the combination of the first acquired language and English, springing up different pronunciation of the same single word or compound word by the informants which had no exact resemblance to the pronunciation of the native speaker used as the Control. The study revealed that majority of the informants substitute the available sounds in their language repertoire for the English sounds. For instance on table 1, the word 'scientist' was realized 27 variants; 'children' had 29; 'ambassadorial' had 21 and 'secretary' had 23 variant forms. Thorough examination of the pitch of the informants on Table 2 proves that majority of the

informants used pitch on the second syllables of the items whereas the stressed was expected to be on the first entry from the pronunciation of the Control.

The performance shows that majority of the informants could not produce the Standard British English (SBE) variant of the items. To this effect, variant realizations of the items were as a result of the mother tongue interference or the sociolinguistic background of the informants used for this work.

Table 3, 4 and 5 show the informants' placement of pitch on syllables of the items used for this study. Majority of the informants realized pitch in their production of the syllables as shown by the level of milliseconds used in production. The use of pitch on the syllables by the informants does not replicate the SBE variant. A proper study of the milliseconds listed on table 3, 4 and 5 shows that there were high pitch placements on most of the syllables.

Figure 3 presents ten spectral slides displaying spectrographic information on the pitch duration of the items produced by the informants, including the Control. Informants' performances were ranged 1 to 10. The spectrographic details aided the researcher to identify the syllable pronounced with the highest milliseconds, which were used to determine the stress placement in the production of the respondents. The random sampling technique was used in selecting the subjects for the spectral analysis, that is, one from every six informants. The researcher was interested in noting the milliseconds used in producing each of the syllables by the informants. From the analyses, it was discovered that there were variant stress placements on the items. It means that most of the informants did not place stress appropriately on the stressed syllables as realized by the Control.

It was observed that the educated Obolo English bilinguals did not realize stress exactly as the Control did rather, placing stress on unstressed syllables in course of producing the items. This corroborates Jowitt (1991, p. 90-92) which states that stress pattern of English words in NE is different. This is as a result of the influence of the informants' first language which is tonal.

Conclusion

It is the intention of this study to investigate English pronunciation in Nigeria, using the Obolo Bilinguals as a yardstick to approximate the pronunciation of the native speaker used as a Control for this study. In our analyses, the perceptual and the acoustic data presented, indicated that the Obolo Bilinguals stressed more syllables than the native speaker, as shown from the items used for analyses.

First language interference is a phenomenon that requires meticulous study in order to uncover its adverse effects on the day to day English pronunciation in a given society. Base on the study, we sum up our findings and observations among others. This study has proved that the Obolo bilinguals placed stress on the unstressed syllables, which does not approximate the native speaker's placement. The incessant use of pitch shows that the Obolo bilinguals have the tendency to stress more syllables in their English usage than the native baseline used as a Control. The Obolo bilinguals used more milliseconds in their pronunciation therefore, elongating the pronunciation; this was not the case in the realization of the native speaker. The pattern of stress placement of the Obolo bilinguals is significant from that of the native speaker.

Reference

Aaron, U. (1994). Tense and Aspect in Obolo.PhD Dissertation. University of Edinburgh, UK, 396p.

Agbedo, C. (2015). *General Linguistics: A Historical and Contemporary Perspectives.* KUMCEE-Ntaehe Press Inc., Nsukka, 377p.

Adetugbo, A. (1997). Nigerian English: Fact or Fiction? Notes and records. *A journal of African Studies. 32:*137-165.

Adegbija, E. (2004). The Domestication of English in Nigeria, pp20-24. In: S. Awonusi. And E. Babalola (Editors) *The Domestication of English in Nigeria: A Festschrift in Honour of Abiodun Adetugbo.*University of Lagos press, Nigeria, 453p.

Adetugbo, A. (2004). Problems of Standardization and Nigerian English Phonology, pp179–199. In: A. Dadzie, and E. Awonusi (Editors) *Nigerian English Influences and Characteristics*. University of Lagos, Nigeria, 478p

Awonusi, V. 2004. Some Characteristics of Nigerian English Phonology. In *Nigerian English:*

Influences and Characteristics, edited by A. Dadzie and S. Awonusi, 203–225. Lagos: Concept Publications.

Amalia, A., Arnis, S. and Samsul, M. (2012). *Interlanguage Study of Second Language Acquisition.* A paper submitted to Fculty of Teacher Training and Education Uin Syarif Hidayatullah Jakarta, 26p

Anagbogu, P., Mbah, B. and Eme, C. (2010). *Introduction to Linguistic.* Amaka Dreams Ltd, Anambra, 251p.

Bamgbose, A. (1978). Models of Communication in Multilingual State. *West African Journal Modrn Languages*, 3: 60 65.

Bamiro, O. (1991). Nigerian Englishes in Nigerian English Literature. *World Englishes*, 10 (1). 717.

Bamgbose, A. (1995). English in the Nigerian Environment, pp9-26. In: A. Bamgbose, A. Banjo, and A. Thomas (Editors)*New Englishes: A West African Perspective*. University Ibandan, Nigeria, 236p.

Dienye, N. (1987). The Phonology of Four Dialects of Obolo. MA Thesis. University of Port Harcourt, Nigeria, 109p

Eka, D.(1996). *Phonological Foundations: English.* Scholars press (Nig) Ltd, Uyo, 153p.

Eka, D. (2000). *Issues in Nigerian English Usage*. Scholars press (Nig) Ltd, Uyo, 103p.

Josiah, Ubong E. & Taiwo Soneye. 2015. "Peculiar Patterns of Juxtapositional Assimilations in
Educated Nigerian Spoken English Variety". In: ***Linguistik Online***. Germany: 70, Pp. 125-142.

Jowitt, D. (1991). *Nigerian English Usage*. Lagos, Longman, Nigeria.

Jowitt, D. (2012). *Nigerian English Usage: An Introduction*. Longman Nigeria Plc, Lagos, 277p.

Saville-Troike, M. (2006). *Introducing Second Language Acquisition.* Cambridge, Cambridge University Press. 206p

Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics in language Teaching*, 3(1972), 209-231.